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ABSTRACT

This report contains a compilation of information about elementary and secondary education employment in Idaho with a focus on current supply and demand and teacher preparation and certification. Data were gathered from all Idaho districts through a survey and from 1993-94 Idaho Basic Education Data System (IBEDS) reports. Information provided by Idaho's colleges and universities which prepare teachers was also included. A section on teacher supply and demand covers vacancy trends, applicants, ethnicity of teachers and students, shortage patterns, teacher recruitment and retention, and teacher characteristics. A section on teacher preparation and certification in the state covers certification trends and student enrollment. A section devoted to nontraditional teacher certification in Idaho looks at the use of letter of authorization certification, consultant specialist certification, teacher trainee certification (alternate route), and approved misassignment. A final section offers a summary and discussion of the data. Among the findings in this section are the following: (1) student enrollment appears to be increasing faster than teacher education workforce increases; (2) inquiries about teaching in Idaho increased during the 1993-94 school year; and (3) special education and pupil personnel services are types of vacancies that prove persistently difficult to fill. Appendixes contain extensive tables of data. (JB)

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EDUCATOR SUPPLY AND DEMAND IN IDAHO

NINTH ANNUAL REPORT
June 1994

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June, 1994

Foreword

For the ninth time, the State Department of Education is issuing *Educator Supply and Demand in Idaho*, a compilation of information about education employment in Idaho, including vacancies, numbers of graduates from teacher preparation programs, school district requests for letters of authorization to hire teachers who are not properly certificated for the subject or grade level, positions that are difficult to fill, positions eliminated due to financial constraints, and other topics.

Although by law in Idaho all recruiting and hiring is done at the school district level, rather than at the state level, the information found in this annual report is of interest to prospective teachers, to district personnel officers, to administrators of Idaho's teacher preparation programs, and to others whose responsibilities include looking ahead to see how Idaho will staff its schools in the future. Idaho must compete with all other states for qualified, certificated teachers and administrators, and this report is both a useful look at the state of educational personnel in Idaho today and an early warning about which areas are attracting too few or too many applicants.

Anyone interested in a comprehensive look at public education in Idaho today will find this report useful and interesting. It reminds all of us that the heart of public education is in the talented and skilled teachers and administrators who have committed themselves to this enterprise and in their successors in the years ahead.

JERRY L. EVANS
State Superintendent of
Public Instruction

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I. EDUCATOR SUPPLY AND DEMAND IN IDAHO

Information for the 1993-94 school year has been obtained from all Idaho school districts through a survey instrument (see Appendix IV) and from 1993-94 Idaho Basic Education Data System (IBEDS) reports. Information provided by Idaho's colleges and universities which prepare teachers has also been incorporated. The resulting reports provide decision makers with current information, trends and projections about educator supply and demand in Idaho.

ANNUAL VACANCY TRENDS

Prior to the beginning of the 1993-94 school year, districts reported a total of 1,596 vacancies in all certificated positions. Comparable information for each school year since 1989-90 is shown in Figure 1.

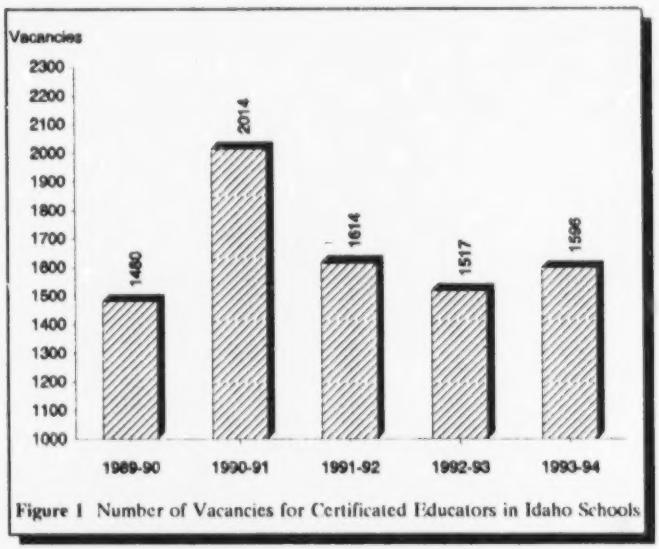

Figure 1 Number of Vacancies for Certificated Educators in Idaho Schools

The total number of qualified applicants for 1993-94 vacancies was 11,960 or an average of 6.4 applicants per vacancy. Comparable information for each school year since 1988-89 is shown in Figure 2.

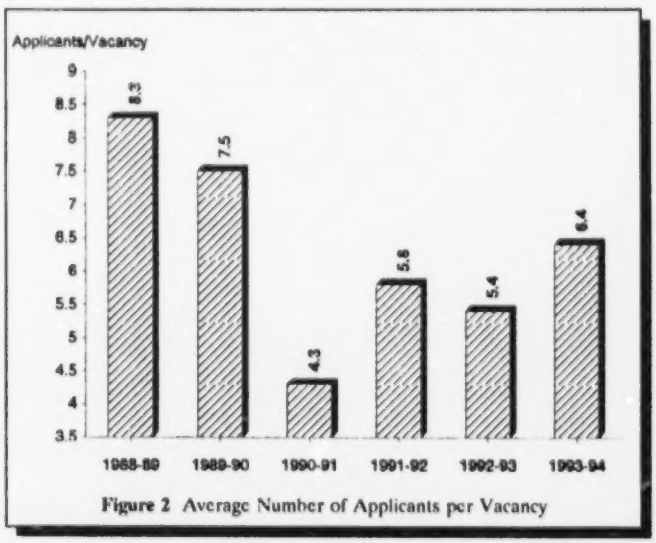

Figure 2 Average Number of Applicants per Vacancy

Appendix Table I-A provides detailed information about vacancies by subject area, numbers of qualified applicants by subject area and average numbers of applicants for vacancies by subject area. Table I-B provides detailed information about the 36.5 statewide positions eliminated in 1993-94 due to financial constraints.

NUMBERS OF APPLICANTS BY POSITION

Numbers of vacancies have stayed relatively the same for the last three school years, as have number of positions eliminated due to financial constraints. Information about applicants (Appendix Table I-A) shows that the overall number of applicants increased for 1993-1994 school year, as shown in Figure 3.

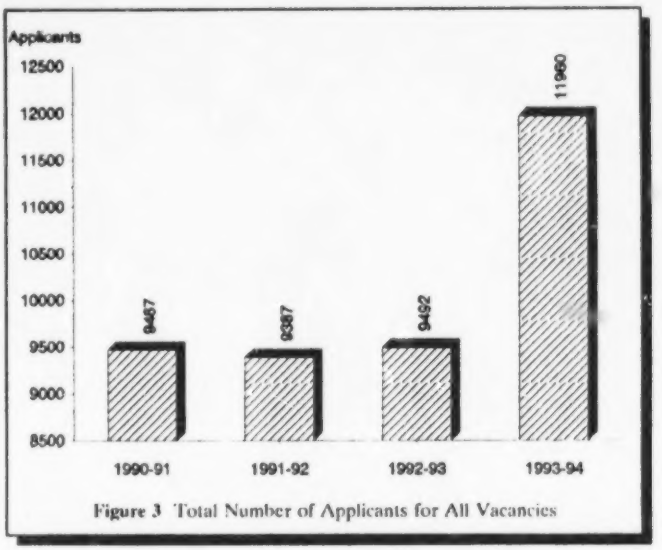

Figure 3 Total Number of Applicants for All Vacancies

Applicant numbers for certain positions showed major increases for 1993-94 school year, as detailed in Appendix Table I-A.

	No. of Vacancies	No. of Applicants	Average No. of Applicants for Position
Elementary	515	4,498	6.8
Math	114	714	6.5
English	129	1,040	7.0
Social Studies	72	1,153	7.0
Elem. Principal	28	242	6.9
Sec. Principal	21	277	7.3
Supt./Asst. Supt.	18	298	7.0

SOURCES OF APPLICANTS

Districts provide information about these sources of applicants for vacancies: experienced in-state educators; experienced out-of-state educators; new in-state educators; and new educators from other states. For the 1,596 vacancies in 1993-94, 438 applicants were experienced Idaho educators and 375 applicants were new Idaho educators. The number of experienced out-of-state educators who applied for Idaho's 1993-94 vacancies was 200 and

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the number of new out-of-state educators who applied was 177. Appendix Table I-C provides detailed information about the subject areas in which applicants were interested. Sources of applicants not accounted for by Table I-C categories are: experienced Idaho educators who applied for in-district transfers, certificated educators without prior experience and those requiring non-traditional certification.

ETHNICITY OF EDUCATORS AND STUDENTS

The majority of Idaho's certificated work force is white (98%). Based on the Department of Education Annual Statistical Reports, the remaining 2% includes black, hispanic, American Indian and Asian educators. A comparison of ethnic representation between 1992-93 and 1993-94 shows a decline in the representation of all minorities except Asian educators.

Year	Total Number of All Educators	White	Black	Hispanic	American Indian	Asian
1992-93	14,889	98.05%	0.0005%	0.0079%	0.0062%	0.0027%
1993-94	15,227	98.34%	0.0005%	0.0075%	0.0026%	0.0059%

While white students make up the majority of Idaho's students, ethnic representation of other groups is increasing. Between 1992-93 and 1993-94, increased enrollment of black, hispanic and Asian students was noted through IBEDS assignment reports.

Year	Total Number of all Students	White	Black	Hispanic	American Indian	Asian
1992-93	231,668	90.01%	0.50%	7.21%	1.31%	0.98%
1993-94	236,774	89.63%	0.54%	7.46%	1.27%	1.11%

DIFFICULT TO FILL POSITIONS AND SHORTAGE PATTERNS

Based on the number of applicants for particular vacancies, the difficulty of filling positions can be ranked. District rankings are based on these guidelines: most difficult to fill - 1 (0-2 applicants per vacancy); 2 (3-4 applicants); 3 (5-7 applicants); 4 (8-10 applicants); and 5 (10 or more applicants). Of 113 Idaho districts, the number of districts reporting only 0-2 applicants per vacancy is shown on following page.

RANK	SUBJECT	NO. OF DISTRICTS WITH ONLY 0-2 APPLICANTS PER VACANCY
1	Music	19 Districts
2	Speech/Language Pathologist	14 Districts
3	Special Ed. Teacher	13 Districts
4	Mathematics	10 Districts
5	School Counselor	10 Districts
6	School Psychologist	9 Districts
7	Early Childhood/Special Ed.	7 Districts
8	Physical Science	7 Districts
9	Foreign language	6 Districts

Vacancies Most Difficult to Fill: 1993-94

Comparable information for the three years prior to 1993-94 is shown below. Appendix Table I-D provides complete information.

VACANCIES			
RANK	1990-91	1991-92	1992-93
1	School Psychologist	Speech/Lang. Pathologist	School Social Worker
2	School Social Worker	School Social Worker	School Nurse
3	Speech/Lang. Pathologist	Special Education	Director, Special Ed.
4	Special Education	Music	Agriculture
5	Director, Special Education	School Counselor	Ed. Media Generalist (Library)
6	School Counselor	School Psychologist	Art
7	Ed.Media Generalist (Library)	Director, Special Education	Speech/Drama and Speech/Language Pathologist
8	Home Economics	Early Child - Special Ed.	Industrial Arts
9	School Nurse	Foreign Language	School Psychologist
10	Reading	Speech/Drama	Early Childhood/Special Ed.

Vacancies Most Difficult to Fill: 1991-93
(Most Difficult: 1)

Positions which represent shortage areas vary from year to year. When the information for the most recent four years is compared, the following assignment areas ranked as the most difficult to fill vacancies.

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MOST DIFFICULT: 1	Shortage Areas
1	Speech/Language Pathologist
2	Special Education
3	School Counselor
4	School Psychologist
5	School Social Worker
6	Director, Special Education

Vacancies Most Difficult to Fill (Averaged Ranking): 1991-94

ATTRACTING AND RETAINING EDUCATORS

The Idaho Mentor Program was eliminated by the Idaho Legislature prior to the 1993-94 school year. The program had proven to be effective in pairing first year educators with experienced mentors. District professional development efforts remain the only organized resource for supporting educators new to their professions. Attrition of new educators may be emerging as a concern, based on numbers of educators leaving the profession (see next section). A 1990-91 State Department of Education survey of teachers was conducted to determine work place satisfaction. Three factors were most valued, according to the survey results: 1) increased wages; 2) improved salary schedule; and 3) improved fringe benefits. Average base salaries for certificated educators in Idaho are summarized below.

CATEGORY OF SERVICE	1990-91	1991-92	1992-93	1993-94
District Administrators	$ 37,708	$ 42,945	$ 43,416	$ 49,253
Building Administrators	32,142	37,330	39,367	45,123
Student Services Staff	21,505	27,776	26,538	31,772
Instructional Staff	21,341	23,380	23,962	27,756

Average Base Salaries of Idaho Educators
Source: Annual Statistical Reports, Idaho Department of Education

AGE LEVELS FOR CERTIFICATED IDAHO EDUCATORS

Attention to the age levels of certificated staff employed in Idaho school districts helps in identifying needs for new educators and in predicting likely retirement numbers. In 1987-88, the largest group of Idaho certificated educators (22.87%) was between 36 and 40 years of age. In 1993-94, the largest group (23.50%) was between 41-45 years of age. During 1993-94, an additional 38.71% were older than 45 years of age (See Figure 4). These combined groups (ages 41-60+) amount to 62.23% of the current Idaho education work force and include educators likely to retire or leave the profession between the years of 2008 and 2018.

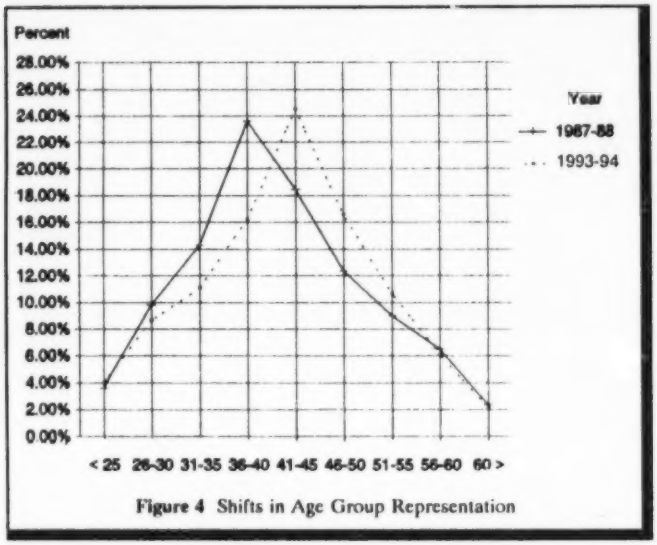

Figure 4 Shifts in Age Group Representation

The overall numbers of certificated educators in Idaho's work force for 1993-94 was 13,801. In 1990-91, the total number was 13,402. While Idaho's total educator work force has continued to grow slightly, the age groups 21-15, 26-30 and 30-35 have shown relatively flat profiles.

The number of Idaho educators age 26-30 declined from 13% of the work force in 1991-92 to 8.58% in 1993-94. Age levels of certificated staff employed in Idaho school districts are shown in Appendix Table I-F. A summary of age groups 21-25, 26-30 and 31-35 shown in Figure 5.

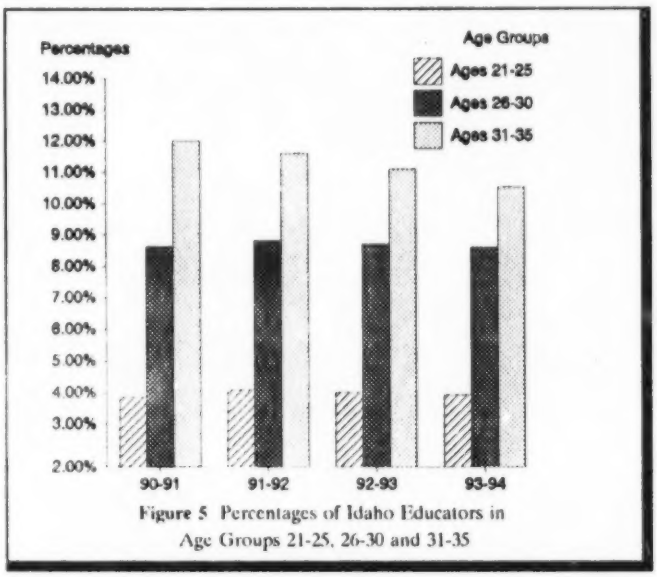

Figure 5 Percentages of Idaho Educators in Age Groups 21-25, 26-30 and 31-35

TURNOVER RATES FOR CERTIFICATED IDAHO EDUCATORS

Reasons for certificated educator attrition from the Idaho work force are reported annually by districts. The four major reasons reported in 1993-94 for turnover are, in rank order: 1) resignation to work in another Idaho district; 2) leaving the education profession: 3) resignation due to retirement; and 4) leaving to work in out of state school.

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Turnover rates for certificated Idaho educators are established by comparing total annual vacancies to total annual numbers employed. In 1993-94, 1,258 vacancies were reported for a work force of 13,801. The resulting 1993-94 turnover rate was 9.11%. A comparison of turnover rates for a five year period are shown in Figures 6 and 7. Appendix Table I - G provides detailed information.

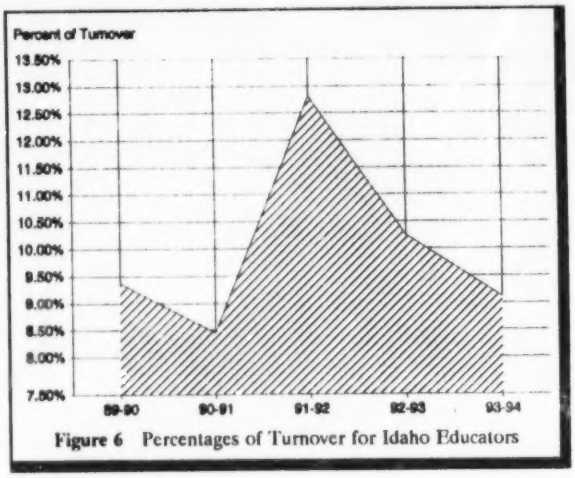

Figure 6 Percentages of Turnover for Idaho Educators

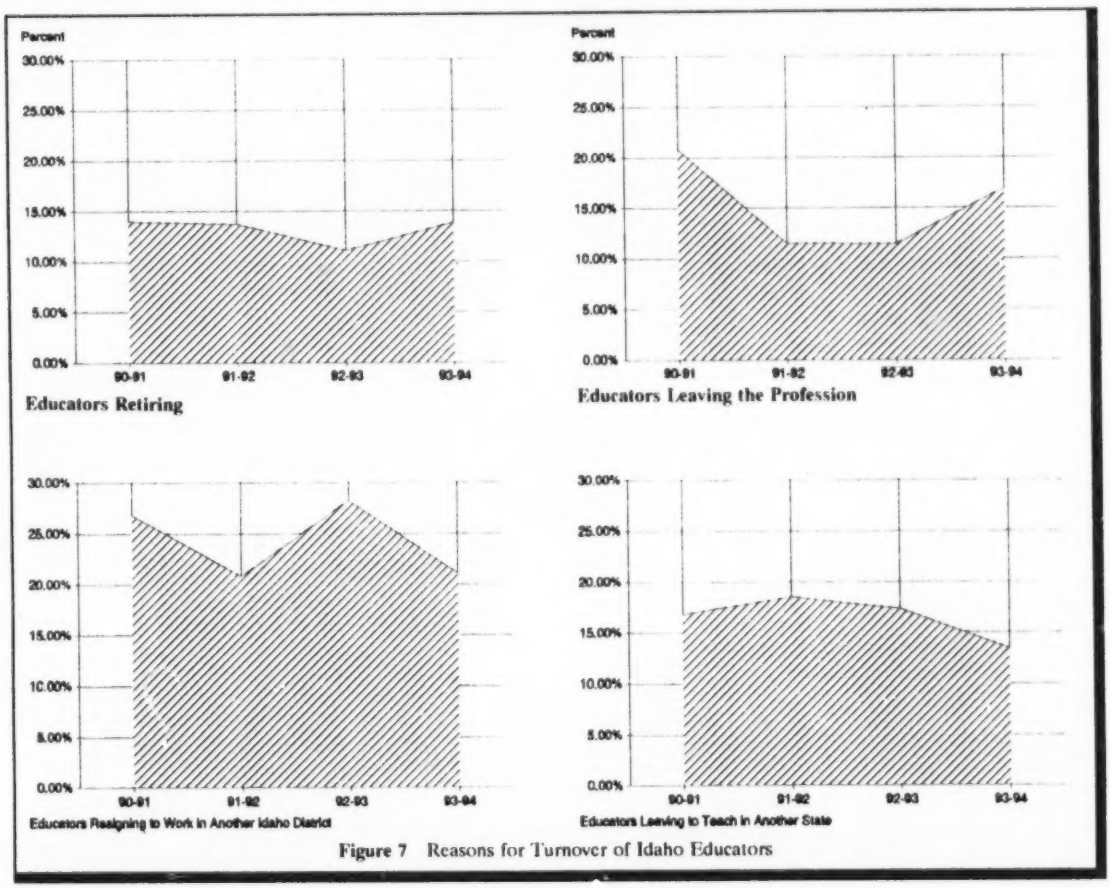

Figure 7 Reasons for Turnover of Idaho Educators

II. EDUCATOR PREPARATION AND CERTIFICATION IN IDAHO

Six Idaho colleges and universities provide approved four year teacher education programs. Graduates of these programs provide 56% of the certificated teachers for Idaho school

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districts. Projections of future numbers of Idaho teacher education graduates are made annually by the six Idaho colleges and universities. These projections are summarized in Figure 8 with more information in Appendix Table II-A. Appendix Table II-B provides detailed information about projected numbers of graduates by subject areas. Table II-B categories include postgraduate student numbers, as well as initial educators.

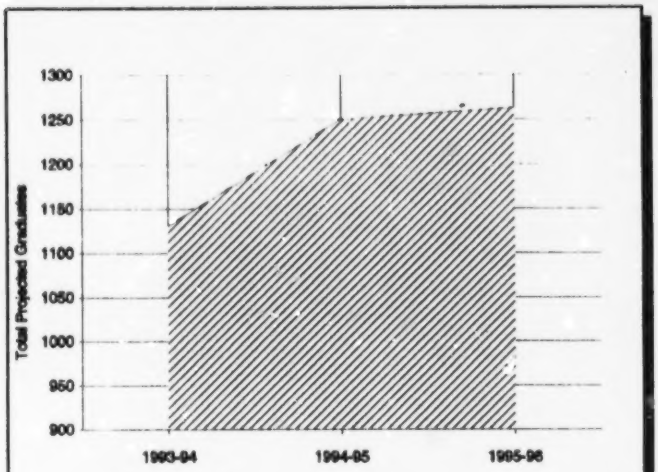

Figure 8 Projected Numbers of Idaho Education Graduates

STATEWIDE CERTIFICATION TRENDS

The majority of certificated educators in Idaho schools (56%) received their highest degree from an Idaho college or university. The remaining 44% of certificated educators were prepared in other states, as shown below in Figure 9.

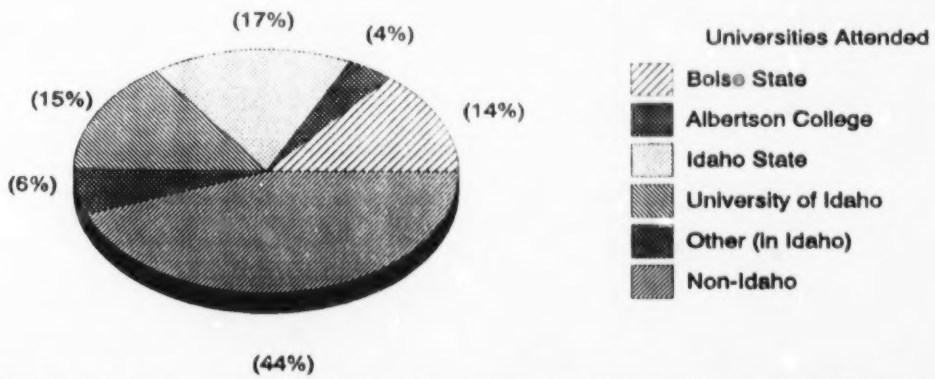

Figure 9 Origin of Highest Degree Held (Source: State Department of Education Annual Statistical Report 1993-94)

Certification of educators from all sources is prerequisite to employment in Idaho schools. Annual numbers of certificates issued provide information about the pool of educators eligible for Idaho employment, as shown below.

CERTIFICATE TYPE	1990	1991	1992	1993
REGULAR	4,546	4,686	5,685	5,560
ONE YEAR PERMIT	669	816	1,077	787
OUT-OF-STATE	191	251	282	235
PROVISIONAL EARLY CHILDHOOD	79	57	60	58
ALTERNATE ROUTE	6	7	16	19
LETTER OF AUTH.	113	123	91	71
DUPLICATE	108	77	156	154
REVISION	548	557	615	503
TOTAL	6,260	6,574	7,982	7,387

STATEWIDE STUDENT ENROLLMENT TRENDS

Student enrollment in Idaho public and non-public schools had grown at approximately 1% per year until 1989-90. Relatively rapid increases in student enrollment have occurred each year since 1990-91, as shown in Figure 10. Total enrollment of students in Idaho public schools in 1993-94 was 236,774.

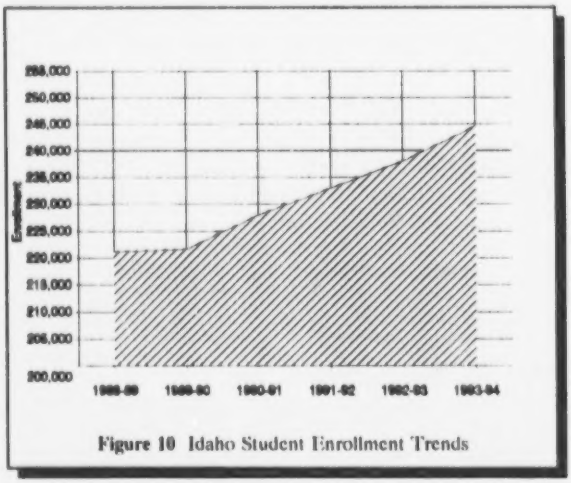

Figure 10 Idaho Student Enrollment Trends

III. NON-TRADITIONAL CERTIFICATION IN IDAHO

When staffing emergencies occur and qualified, traditionally-certified educators cannot be employed, Idaho school districts may request: 1) Letter of Authorization Certification; 2) Consultant Specialist Certification; 3) Teacher Trainee Certification (Alternate Route); or 4) approved misassignment. Each of these non-traditional options has its own standards

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and allows individuals to provide professional services under specific circumstances.

LETTER OF AUTHORIZATION CERTIFICATES

Educators considered for Letter of Authorization certificates hold at least bachelor degrees, are generally already certified in other areas, and are working toward the needed certificate. District requests are reviewed by the Professional Standards Commission, with final decisions the authority of the State Board of Education. Numbers of requests for Letter of Authorization certificates for a six year period are shown in Figure 11. The five positions most often requested, in rank order, are: 1) special education teachers; 2) school counselors and speech/language pathologists; 3) secondary subject area teachers; 4) school psychologists; and 5) librarians.

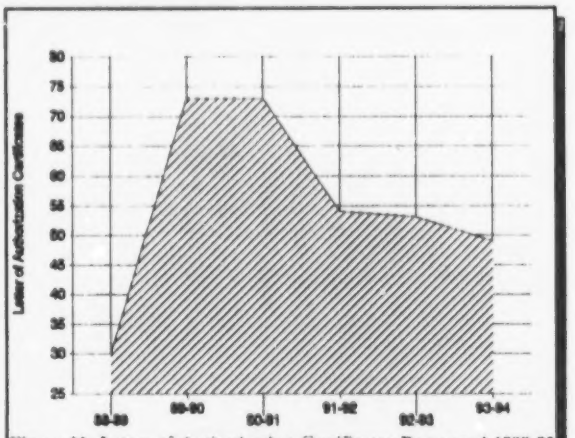

Figure 11 Letter of Authorization Certificates Requested 1988-93

CONSULTANT SPECIALISTS

Idaho districts may request annual limited certification for part-time persons to teach in areas for which they are uniquely qualified. Individuals considered for Consultant Specialist Certificates are generally not otherwise certified. Subject areas for which 20 Consultant Specialist Certificates have been approved during 1993-94 include: art, music, librarian, accounting, math, Shoshone language, foreign languages, journalism, computer education, dance, photography and science. Numbers of Consultant Specialist Certificates requested for a five year period are shown in Figure 12.

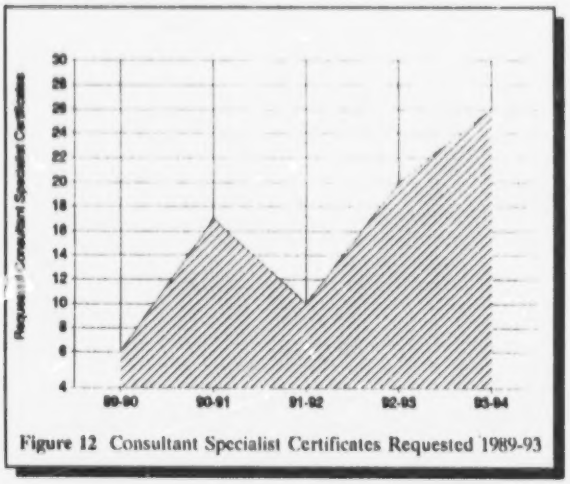

Figure 12 Consultant Specialist Certificates Requested 1989-93

TEACHER TRAINEE CERTIFICATES: ALTERNATE ROUTE TO CERTIFICATION

Currently 19 individuals have completed the trainee program and have received secondary teaching certificates. During the 1993-94 school year, 13 certificated teacher trainees were employed. Subject areas being taught by these teacher trainees are: English, math, industrial technology, drama, Spanish, science, business education, home economics, social studies, and speech.

APPROVED MISASSIGNMENTS

Idaho districts may request permission to misassign already-certified teachers for subject areas or assignments for which they lack the needed certificate or endorsement. In order to receive approval, the teacher must: 1) have at least six semester credits in the subject area to be taught; and 2) be misassigned no more than 2/5 of a full time schedule. Districts must limit the annual number of approved misassigned teachers to five or five percent of the total certified teachers, whichever is greater.

During 1993-94, 80 (or 70%) of Idaho's 113 school districts requested approved misassignments. The four leading subject areas requested in rank order were: 1) math; 2) English; 3) physical education and 4) psychology. The total number of teachers approved for misassignment during 1993-94 was 220, or approximately 1.59% of the total number of certificated Idaho teachers (13,801). Appendix Table III-B provides detailed information for years 1988-1994. Annual totals are shown in Figure 13.

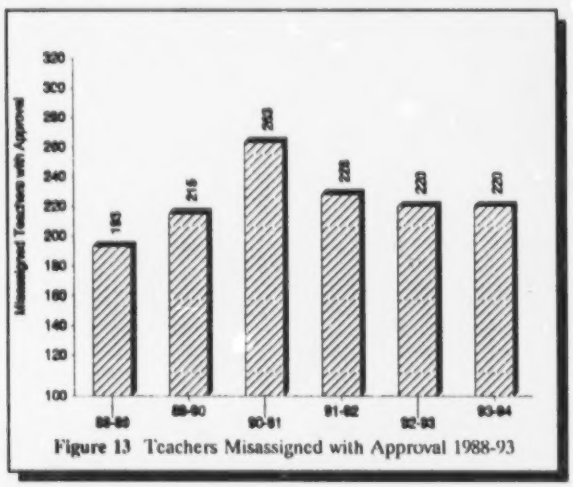

Figure 13 Teachers Misassigned with Approval 1988-93

IV. DISCUSSION AND SUMMARY: EDUCATORS FOR IDAHO'S SCHOOLS

1. Growth of student enrollment in public schools appears to be occurring faster than growth of the educator work force.

2. Inquiries about teaching in Idaho increased considerably during the 1993-94 school year. Subsequent applications for Idaho vacancies reflected this interest. Applicant numbers for 1993-94 vacancies were higher than the prior year by 2,468.

3. Applicants for certain instructional vacancies increased (elementary, English, social studies and administration), while special education and pupil personnel services vacancies continue to be the positions most difficult to fill. Applicant numbers for school counselor and special education positions appear to be slightly higher for larger districts, but small districts appear to be having difficulty attracting such applicants.

   As Idaho's public school enrollment grows, the need for special educators and pupil personnel service providers seems likely to grow also. Studies may need to be undertaken which focus on interim or provisional certification for persons to serve in these areas. The only alternative at this time is the Letter of Authorization process.

   Large districts and small districts appear to have different outcomes in the process of filling vacancies for special educators and pupil personnel service providers. Future data on shortage areas may need to be related to district size categories.

4. Numbers of certificates renewed in 1993-94 were down slightly. Two circumstances may be involved: 1) the 1988 requirement of the NTE Core Battery for initial applicants now renewing; and 2) the requirement of renewal credit (effective 1990).

5. The changing demographics of Idaho's educator work force raise three areas of concern.

   a) The majority of Idaho educators are age 41 or older.

b) At a time when increasing numbers of educators are approaching retirement, the number of younger educators entering the profession is relatively flat.

c) Many educators leaving the profession appear to be in the age group 30-35. The number of these Idaho educators who left the profession increased in 1993-94.

6. A statewide educator survey may be needed during 1994-95 to assess work place satisfactions/concerns regarding: professional development; work place factors; and compensation. These issues all appear to be related to induction and retention of certificated educators.

7. Educator attrition within the initial years of teaching suggests gaps in the induction support districts provide and in the quality/quantity of professional development/support available.

Without an organized, funded mentor program, it appears Idaho districts need to recognize in-district activities such as curriculum projects and team planning for assessment/related projects as time credited toward professional development. Collegial support through such activities may enhance the retention of professional personnel, as well as the effectiveness of instruction.

It appears that networks of non-district organizations and institutions could assist districts with professional development needs and should be encouraged to initiate such planning. Such groups include: professional organizations (local/state/national); colleges and universities; and private sources of training (business/industry).

8. District use of uniquely qualified persons for part time teaching has increased. Requests for Consultant Specialists generally involve specialized subject areas not otherwise offered. Relatively few individuals are available through the alternative route to certification due to complex procedural requirements. Numbers of certificated educators with limited approval to teacher out of their endorsement areas continue to provide needed flexibility for smaller districts in covering assignments.

TABLE I - A

VACANCIES BY SUBJECT AREA

SUBJECT AREA	NO. OF VACANCIES 1989-94					NO. OF QUALIFIED APPLICANTS 1989-94					AVERAGE NO. OF APPLICANTS PER VACANCY - 1989-94				
YEAR	89-90	90-91	91-92	92-93	93-94	89-90	90-91	91-92	92-93	93-94	89-90	90-91	91-92	92-93	93-94
Elem. Teacher	605	881.1	572	491	515	4,450	3,105	3,444	3,675	4,498	7.4	3.5	6	7.5	6.8
Math	93	112.4	90	94	114	584	378	590	458	714	6.3	3.4	6.6	4.9	6.5
Science	20	-	-	-	-	580	-	-	-	-	29	-	-	-	-
Biol. Science	-	22	24	45	29	-	188	299	231	237	-	8.5	12.3	5.1	6.5
Earth Science	-	25.1	42	14	16	-	270	291	140	113	-	10.8	7	10.4	6.5
Phys. Science	-	30	16	24	31	-	107	111	214	294	-	3.6	6.8	8.9	6.7
English	96	126.8	122	125	129	628	571	699	744	1,040	6.5	4.5	5.7	6	7
Social Studies	72	66.1	68	71	72	758	594	753	774	1,153	10.5	9	11.2	11	7
Voc. Agriculture	7	15	9	10	13	44	59	90	37	65	6.2	3.9	10	3.7	5
Bus. Education	23	26	19	27	15	204	146	173	173	133	8.9	5.6	9.2	6.4	7
Speech/Drama	17	8.7	14	8	12	109	55	85	36	117	6.4	6.3	6.3	4.5	6.8
Foreign Language	25	33.1	43	37	36	113	111	189	132	199	4.5	3.3	4.4	3.6	6.8
Home Economics	21	19.5	15	23	25	114	51	77	78	81	5.4	2.6	5.2	3.4	6.5
Physical Education	18	76.1	47	62	59	822	629	466	391	656	45.7	8.3	10	6.3	6.6
Music	12	63.7	61	63	70	188	215	311	190	316	15.7	3.4	5.1	3	6.3
Reading	29	26	30	26	30	98	29	104	89	120	3.4	1.1	3.7	3.5	7.1
Ind. Arts	18	20.5	16	15	17	172	88	89	79	114	9.6	4.4	5.7	5.4	6.5

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TABLE I - A (Cont.)

VACANCIES BY SUBJECT AREA

SUBJECT AREA	NO. OF VACANCIES 1989-94					NO. OF QUALIFIED APPLICANTS 1989-94					AVERAGE NO. OF APPLICANTS PER VACANCY - 1989-94				
YEAR	89-90	90-91	91-92	92-93	93-94	89-90	90-91	91-92	92-93	93-94	89-90	90-91	91-92	92-93	93-94
Art	10	19	26	14	21	186	109	154	91	127	18.6	5.7	6	6.5	5.5
Media Gen.	21	19	16	12	11	75	31	26	27	61	3.6	1.6	1.6	2.3	6.4
School Counselor	59	69.3	60	47	47	202	152	147	181	243	3.4	2.2	2.5	3.8	7
Special Education	185	173	164	122	166	551	314	440	374	535	2.9	1.8	2.7	3.1	6.7
School Psychologist	22	22.7	24	19	20	44	55	40	42	67	2	2.4	1.7	2.2	6.6
Speech-Lang Pathologist	38	43.7	20	16	30	54	54	33	26	67	1.4	1.2	1.7	1.6	6.7
School Social Worker	6	6	7	5	5	20	14	21	8	25	3.3	2.3	3	1.6	6.8
School Nurse	7	10	9	4	4	36	35	36	11	23	5.4	3.5	4	2.6	6.9
Elementary Principal	28	30	27	40	28	274	199	303	445	242	9.8	6.6	11.4	11.2	6.9
Secondary Principal	26	42.1	28	43	21	232	223	262	472	277	8.9	5.3	9.4	11	7.3
Superintendent/ Asst. Supt.	14	19.5	22	23	18	216	114	122	270	298	15.4	5.8	5.7	11.7	7
Other	8	8	23*	40*	42*	58	25	32*	104*	145*	7.2	3.1	1.3*	5.5*	6.6*
TOTALS	1,480	28,144	1,614	1,528	1,596	10,732	9,467	9,387	9,492	11,960	7.5	4.3	5.8	5.6	6.4

* Combined vacancies for Director of Special Education and Early Childhood-Special Education included since 1991-92.

I - A (Con't.)

TABLE I - B

POSITIONS ELIMINATED DUE TO FINANCIAL CONSTRAINTS

1989 - 1993

SUBJECT AREA WHERE THE POSITIONS WERE ELIMINATED	NUMBER OF POSITIONS ELIMINATED				
	1989-90	1990-91	1991-92	1992-93	1993-94
Elementary	4	2.5	11	20	14
English	1	.5	3	.5	2
Science	0	0	1	0	0
Music	1.5	1	0	4	4
P.E.	1	1.5	1	1.5	2
Social Studies	1	1	0	1	2
Special Education	1	2	1	1	1.5
Math	1	13	1	0	1
Elementary Principal	0	1	0	2	0
Education Media Generalist (Librarian)	0	1	2	.5	2
School Counselor	1	0	1	1	0
Vocational Education	1	0	0	0	0
Industrial Arts	1	2	0	.5	1
Secondary Principal	0	2	2	0	0
Superintendent/ Asst. Superintendent	0	0	1	1	1
Reading	1	0	0	0	0
Foreign Language	1.3	0	0	0	1.5
School Nurse	0	0	0	1	0
Speech	3	0	0	0	0
Art	0	0	0	1	1
Home Economics	1	0	0	.5	2.5
School Psychologist	2	0	0	0	0
Speech Language Pathologist	2	4	0	0	0
Business Education	0	1	1	0	0
Other	0	2.5	1 *	1.5**	1***
TOTALS	23.8	35	26	37	36.50

* Early Childhood - Special Education: 1991-92
** Combined Director, Special Education and Early Childhood-Special Education positions
*** Director, Special Education: 1993-94

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TABLE I - C

SOURCES OF APPLICANTS FOR VACANCIES: 1993-94

	Subject	Total Vacancies*	Exp. In-state	Exp. Out-of-state	New In-state	New Out-of-state
1	Elementary	515	132	55	123	61
2	Math	114	36	15	28	12
3	Bio. Science	29	8	4	11	3
4	Earth Science	16	6	3	3	2
5	Physical Science	31	4	3	10	7
6	English	129	30	11	42	14
7	Social Studies	72	22	8	15	10
8	Voc. Ag.	13	4	0	8	1
9	Business Ed.	15	2	0	9	2
10	Speech/Drama	12	1	1	3	1
11	Foreign Lang.	36	8	5	13	4
12	Home Ec.	25	12	1	5	3
13	Physical Ed.	59	17	7	12	7
14	Music	70	13	10	15	19
15	Reading	30	14	3	6	4
16	Industrial Arts	17	4	5	1	3
17	Art	21	5	3	8	1
18	Special Ed.	166	45	29	29	16
19	Media Gen.	11	2	1	2	0
20	School Counselor	47	12	9	7	0
21	School Psych.	20	3	6	5	0
22	Speech Lang Path	30	11	3	5	3
23	Social Worker	5	1	2	1	1
24	School Nurse	4	3	0	1	0
25	Dir. Spec. Ed.	11	5	2	0	0
26	Elem. Principal	28	12	4	3	0
27	Sec. Principal	21	5	5	1	1
28	Supt./Asst. Supt.	18	7	3	2	1
29	Early Child/Spec. Ed.	31	14	2	7	1
	TOTALS	1,596	438	200	375	177

* Other sources included in total: vacancies filled by in-district transfers and those requiring non-traditional certification. Column 1 (Total Vacancies) is therefore, a larger number than the combined totals of the other four columns.

TABLE I - D

MOST DIFFICULT TO FILL POSITIONS
1993-94

Ranking Based on 113 District Reports of Applicants per Vacancy*

SUBJECT	NUMBER OF DISTRICTS REPORTING ONLY 0-2 APPLICANTS PER VACANCY*
Music	19 Districts
Speech/Language Pathologist	14 Districts
Special Education Teacher	13 Districts
Mathematics	10 Districts
School Counselor	10 Districts
School Psychologist	9 Districts
Early Childhood-Special Education	7 Districts
Physical Science	7 Districts
Foreign Language	6 Districts

* Rankings: 1 most difficult (0-2 applicants); 2 (3-4 applicants); 3 (5-7 applicants); 4 (8-10 applicants); 5 least difficult (10 or more applicants)

TABLE I - E

AGE LEVELS OF CERTIFICATED STAFF
EMPLOYED IN IDAHO SCHOOL DISTRICTS

1989-93

AGE CATEGORIES	1989-90		1990-91		1991-92		1992-93		1993-94	
	NO.	PERCENT	NO.	PERCENT	N0.	PERCENT	NO.	PERCENT	NO.	PERCENT
Under 25	449	3.52	536	3.99	553	4	544	3.99	541	3.92
26-30	1,089	8.54	1,155	8.61	1,789	13	1,189	8.69	1,185	8.58
31-35	1,588	12.46	1,608	11.99	1,551	12	1,511	11.10	1,453	10.53
36-40	2,687	21.08	2,577	19.22	2,438	17	2,210	16.22	2,035	14.74
41-45	2,782	21.82	3,069	22.89	3,107	22	3,340	24.51	3,244	23.50
46-50	1,834	14.39	2,037	15.19	2,122	15	2,259	16.95	2,612	18.92
51-55	1,226	9.62	1,290	9.62	1,323	9	1,454	10.67	1,569	11.37
56-60	784	6.15	809	6.10	809	6	828	6.08	865	6.20
Over 60	309	2.42	321	2.39	279	2	294	2.16	297	2.15
TOTALS	12,748	100 %	13,402	100 %	13,971	100 %	13,625	100 %	13,801	100.00

TABLE I - F

REASONS FOR TURNOVER OF CERTIFICATED STAFF

REASONS FOR TURNOVER	1989-90	1990-91	1991-92	1992-93	1993-94
Leaving to work in Idaho school district	316	357	259	394	265
Leaving to work in out-of-state school	259	223	230	241	169
Leaving profession	267	277	143	159	213
Leaving to return to school	31	41	29	28	28
Leaving to due to transfer of spouse	91	111	66	54	63
Leaving to due to retirement	226	187	170	155	173
Death	12	6	6	15	13
Leave of absence	149	119	121	121	129
Other	9	10	31	230*	205*
TOTAL	**1,360**	**1,331**	**1,055**	**1,397**	1,258

Source: Annual Statistical Report 1992-1993
Idaho State Department of Education

*** 1992-93 and 1993-1994 changes in how data was collected resulted in the higher number; category Other now combines: personal reasons; involuntary termination; reduction in force; and parent/family obligations.**

TABLE I - G

RATES OF TURNOVER FOR CERTIFICATED STAFF

1983 - 1994

YEAR	NUMBER OF VACANCIES	PERCENT OF TURNOVER
1993-94	1,258	9.11%*
1992-93	1,397	10.25%
1991-92	1,614	12.08%
1990-91	1,331	8.45%
1989-90	1,360	9.37%
1988-89	1,209	9.82%
1987-88	1,333	11.33%
1986-87	1,41[illegible]	11.64%
1985-86	1,320	10.88%
1984-85	1,360	11.60%
1983-84	1,313	11.20%
1982-83	1,137	9.70%

* 1993-94: Total number of certified employees in Idaho Districts - 13,801

TABLE II - A

PROJECTED NUMBERS OF GRADUATES OF IDAHO TEACHER TRAINING INSTITUTIONS

Updated 4/20/94

COLLEGE OR UNIVERSITY	1994-95	1995-96
Boise State University	382	409
Albertson College of Idaho	38	40
Idaho State University	316	321
Lewis-Clark State College	123	130
Northwest Nazarene College	132	119
University of Idaho	259	244

TABLE II-B

Projected Numbers of Idaho Education Graduates by Subject Area

1994-1996

SUBJECT AREAS	PROJECTED NUMBERS OF GRADUATES	
	1994-95	1995-96
Agriculture	10	10
Art	16	19
Biological Science	31	28
Business Education	22	20
Early Childhood-Special Ed.	16	10
Earth Science	13	13
Elementary	525	491
English	68	79
Foreign Language	26	32
Home Economics	9	8
Industrial Arts	5	5
Math	51	57
Music	34	40
Physical Education	82	85
Physical Science	21	22
Principal - Elementary	16	14
Principal - Secondary	0	4
Reading	31	39
School Counselor	50	47
School Psychologist	12	10
Social Studies	64	71
Special Education Director	4	8
Special Education Teacher	89	95
Speech/Drama	21	18
Speech/Language Pathologist	18	30
Superintendent	3	6
TOTALS	1,237	1,261

TABLE III - A

LETTERS OF AUTHORIZATION REQUESTED 1989-93

SUBJECT	89-90	90-91	91-92	92-93	93-94
Alternative Schools	5				
Director Special Ed.		3			
Ed. Media Generalist	2	2	2	4	2
Elementary	1	4	2		
Elementary Principal			1		
School Counselor	9	29	15	14	10
School Psychologist	6	4	6		4
Secondary	9	14	3	3	7
Secondary Principal					1
Social Worker		2	1		
Special Ed.	27	43	22	22	15
Speech Lang. Path.	13	15	2	8	10
Supt.	1				
Early Childhood-Special Education				1	
TOTALS	73	73	54	53	49

TABLE III - B

APPROVED TEACHER MISASSIGNMENTS
1988-93

INDIVIDUALS MISASSIGNED	88-89	89-90	90-91	91-92	92-93	93-94
Math	38	37	36	31	33	28
English	33	25	23	26	24	23
Social Studies	12	24	41	22	14	16
P.E. and Health	24	31	29	35	34	32
Science	25	20	43	34	35	36
Foreign Language	16	13	17	18	17	14
Arts and Crafts	5	8	9	8	6	7
Psychology	11	11	7	10	11	15
Music	8	5	5	2	2	4
Library	5	7	4	7	3	3
Counselor	5	8	9	9	9	6
Industrial Arts	4	2	1	2	2	2
Reading	0	11	21	20	15	12
Speech/Drama	5	11	13	4	7	13
Publications	2	1	3	0	0	0
Humanities	0	0	0	1	6	7
Early Childhood-Special Education	0	0	0	0	0	2
TOTALS	193	214	261	229	218	220

* See Table III - A, for Letters of Authorization which are separate from approved misassignments.

TEACHER SUPPLY & DEMAND SURVEY School Year 1993-94

School District: _____ #

Respondent: _____

Date _____

Return By February 15, 1994 to:
Teacher Certification
State Department of Education
650 West State Street
Boise, ID 83720-3650

SUBJECT/POSITION		** Colleges Only ** Projected # Teacher Grads			Total Vacancies	Vacancies Filled By:						# Applicants for Vacancies	Difficulty Filling Vacancies 1=very difficult 5=very easy	Positions Still VACANT 12/1/93	Positions ELIMINATED due to Financial Reasons
						Experienced Teachers		New Teachers		Not fully Certified	Intra-Dist Transfer				
		1994	1995	1996		In-State	Out-of-State	In-State	Out-of-State						
Agriculture - Vocational	1														
Art	2														
Biological Science	3														
Business Education	4														
Early Childhood - Spec. Ed.	5														
Earth Science	6														
Elementary Teacher	7														
English	8														
Foreign Language	9														
Home Economics	10														
Industrial Arts	11														
Math	12														
Media Generalist	13														
Music	14														
Physical Education	15														
Physical Science	16														
Principal - Elementary	17														
Principal - Secondary	18														
Reading	19														
School Counselor	20														
School Nurse	21														
School Social Worker	22														
School Psychologist	23														
Social Studies	24														
Special Ed. - Director	25														
Special Ed. Teacher	26														
Speech/Drama	27														
Speech Pathologist	28														
Superintendent/Asst. Supt.	29														

IV

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Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to Jerry L. Evans, State Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, phone 208-334-3300 (TDD 208-334-3337), or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.

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